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ABSTRACT

A survey of the district's elementary principals and teachers and of the substitutes working at two elementary schools indicated that substitute teachers should be evaluated, that an inservice program for substitutes was needed to help provide information and direction that could improve their overall effectiveness, and that there was strong support for the development of a handbook that would outline basic procedures that substitutes could rely on and follow wherever they worked in the county. In response to what was learned from the surveys, the authors designed and conducted an informational workshop for substitutes in the elementary schools in Eastern Henrico County (Virginia), devised and developed a handbook for substitutes, and ascertained whether the information workshop, procedural suggestions, handbook, and evaluation guidelines helped improve the performance of the substitutes. Appendixes contain the survey instruments, evaluation checklists, and the handbook developed. (Author/IRT)

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THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF A COMPREHENSIVE SUBSTITUTE TEACHER PROGRAM IN EASTERN HENRICO COUNTY

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Richmond Cluster
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Background Information

The substitute teacher program in Henrico County, Virginia, as it currently exists, has received much criticism from the elementary principals. Criticism indicates that the County needs a comprehensive program in regard to its treatment of substitute teachers. Formalized programs have not been established in these areas:

1. recruitment
2. orientation
3. in-service
4. evaluation

The principals of two elementary schools, Adams and Sandston, volunteered to utilize their schools in a pilot study. The leadership of these schools felt the problem was most acute. The elementary principals were surveyed as well as the substitutes and regular teachers in these two schools. The information secured from these surveys established the framework for this practicum.

THE DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF A COMPREHENSIVE SUBSTITUTE TEACHER PROGRAM IN EASTERN HENRICO COUNTY

A. Identifying the Problem

Currently persons who wish to substitute in Henrico County must apply in person to the School Board office. The substitute is required to complete an application listing name, address, telephone, areas of certification, grade levels where substitute feels competent, geographic areas of the county where a person is willing to substitute, teaching experiences, and education.

The prospective substitute must have at least sixty hours of college credit and must be interviewed by a representative from the Personnel Office of the Henrico Schools. The person must also have an examination to determine whether they have communicable tuberculosis. In most cases the person's name is then placed on a list and called by the principal as the need arises. Last year Henrico County spent approximately $400,000 on substitute teachers throughout the system.

The substitute teacher program was the only program in the county involving a large amount of money and employees which was neither comprehensive in scope nor had any method devised to evaluate its effectiveness.

The NOVA participants (Nelson, Sanders, and Ross) had experienced some problems in obtaining substitutes and acclimating them to the job procedures required. The participants had noted oral complaints coming from elementary principals and classroom teachers concerning various aspects of the substitute teacher program in Henrico County. Based on this input the NOVA participants decided

to try to improve the substitute program.

In considering the course of action to follow to improve the substitute program, the participants considered the personnel who were closely involved with the operation of the program.

Since the principals are delegated with the responsibility of obtaining substitutes by the Henrico County Policies and Regulations (4-04-005 Appendix) and have to deal with each one utilized on a personal basis, the participants felt that the building principals could enlighten them to some extent as to the strengths and weaknesses of the program.

Classroom teachers also have contact with substitutes both in a direct and indirect manner. The teacher has direct contact through the reports left by the substitute "if any," the condition of the classroom, and the completion of assigned tasks during her absence. The teacher may receive oral comments from the principal, students, and other teachers, which give her an indirect contact. Thus, the regular classroom teacher has some insight as to the success of the individual substitutes with whom she has contact. This repeated experience gives perspective into the overall program.

The substitute teacher is directly involved in the program as a participant. The substitute serves many schools and generally many grade levels as well. Therefore, the participants considered substitutes as resources basic to any evaluation effort regarding the success or failure of the substitute teacher program.

Using these personnel as a base, the NOVA participants (Nelson, Sanders, Ross) decided to survey all elementary principals as well as

elementary teachers, and substitutes (serving in Adams and Sandston Schools) to determine the actual extent of problems relating to the substitute teacher program. The initial survey was conducted in September 1974. (Appendix A)

In reviewing the results of these questionnaires the NOVA participants found that, overall, principals and teachers agreed that more substitutes were needed in Henrico County. However, there were varying opinions as to the actual number of substitutes needed per school. Many indicated that the number would be contingent upon the size of the school.

Survey participants overwhelmingly agreed that a performance evaluation should be initiated to measure the effectiveness of substitute teachers.

According to ranking by teachers and principals, discipline and classroom management held a slight edge over content areas as items which should be evaluated. Many indicated other areas which needed consideration in the evaluation of substitutes. These items included attitude and adaptability to various situations and age levels within the elementary school.

Both teachers and principals felt that certified teachers without experience should be included on the substitute teacher list.

In regard to the experiential range best suited for substitute teachers, survey participants expressed a variety of choices. More selected the range of 2-3 years than any other category. However, many articulated the idea that the number of years experience should not weigh as heavily as individual ability. Generally, the survey

participants did not feel that the two were necessarily commensurate. A majority of those surveyed agreed that a substitute teacher should be a certified teacher; however, several took exception with the idea that this factor would guarantee a substitute's success in the area in which he or she was asked to perform.

On the subject of endorsement, the survey results indicated that substitute teachers needed to be endorsed in the area in which they substituted. Some indicated that it would be difficult to assimilate materials for a wide range of activities without previous knowledge or experience with children and specific content material.

Teachers and principals who were surveyed wholeheartedly supported the idea that an inservice program was needed for substitutes to help provide information and direction which could improve their overall effectiveness.

Finally, strong support was expressed for the development of a handbook which would outline basic procedures that substitutes could rely on and follow wherever they worked in the county.

The consensus from teachers and principals surveyed indicated that items one through ten on the questionnaire covered most areas of general concern regarding a substitute program. The additional suggestions which were made, for the most part, could be fitted into the aforementioned categories. Principals tended to be more familiar with questions one and two than teachers who do not share in the responsibility of procuring substitutes. The NOVA participants felt that both groups (teachers and principals) had adequate experience to answer the other nine questions. A majority

of the substitutes who responded expressed concern for items 9 and 10. Many substitutes related, through responses to item 11, that although they felt inadequate in responding to items 1-8, they considered items 9 and 10 to be essential for communication and progress in the substitute program. (See Appendix A).

The NOVA participants concluded from the initial survey that formalized programs should be established in Henrico County regarding substitute teachers. The areas where program development seemed to be needed were (1) recruitment, (2) orientation, (3) inservice, and (4) evaluation.

Item one was eliminated from the practicum program emphasis because Richmond area colleges turn out too many teachers for all to find permanent jobs - thus adding to the list of available substitutes.

The initial survey indicated both a need and a desire to establish a comprehensive substitute teacher program including inservice training.

In order to provide meaningful orientation inservice, the participants (Nelson, Sanders, Ross) decided to determine the actual scope and dimension of the procedural problems experienced by the substitute teacher. These educational leaders sought input from the classroom teachers and the substitute teachers.

Two questionnaires were devised by the participants. One questionnaire was completed by the elementary principals and the classroom teachers of Adams and Sandston Elementary Schools. A separate questionnaire was completed by the substitutes who serve these two schools in eastern Henrico County. (Appendixes B and C).

After compiling the results of the two questionnaires, the participants noted that substitutes were having a great deal of difficulty with routine procedural matters.

Classroom teachers who responded indicated that substitutes experienced a great deal of difficulty in locating the various special rooms within the building and in following the various time segment schedules such as lunch, recess, library, etc. When asked whether the substitute was familair with the textbooks, a majority of the classroom teachers indicated that the substitutes had not begun to work on this objective.

Responses from the classroom teachers varied regarding the progress of the substitute teacher on the location of lesson plans and other curriculum materials. Several indicated in the margin of the questionnaire that this familiarity depended on the number of times that a substitute had occasion to work within a given school.

In general, classroom teachers felt that substitutes were not familiar with county educational philosophy as it is related to the instructional program. A majority of the classroom teachers indicated that substitutes did not leave a record of the day's activities. Several circled this portion of the question and commented that this idea would be quite helpful.

In comparing the answers of substitutes and classroom teachers regarding familiarity with county philosophy and the scope and sequence of materials, the participants found a high correlation. Both agreed that the substitute had not begun to work on this objective.

Substitutes displayed a variety of knowledge concerning employment information. Some indicated a complete mastery while others had not begun to work on these objectives. A majority of the substitutes indicated that they had not visited the various schools in the county; however, most were familiar with the procedure for reporting to the various schools and procuring instructions for the day.

Twenty-six out of thirty substitutes surveyed indicated a willingness to attend a workshop designed to clarify procedural problems encountered by the substitute.

B. Conceptualizing the Solution and Developing a Practicum Design

After analyzing these questionnaires, it was clear to the participants that additional information should be provided to better enable substitute teachers to function to their full capacity. It was assumed that many of the problems with the current substitute program were procedural and could be handled through a systematic presentation, clarification, and evaluation of operational responsibilities and procedures.

C. Developing a Practicum Design

In executing the practicum design, the NOVA participants decided to do the following:

1. To design and conduct an informational workshop for substitute teachers for the elementary schools in Eastern Henrico County.
2. To devise and develop a handbook for substitute teachers to further clarify informational procedures as they relate to the job expectations.

3. To ascertain, through measured results, whether the informational workshop, procedural suggestions, handbook, and evaluation guidelines helped to improve the performance of the substitute.

D. Ascertaining the Required Inputs

The human input into this practicum centered around three individuals, each in a leadership role. Two were elementary principals directly involved in school administration and charged with calling substitute teachers for their respective schools as needed. The third individual was a personnel administrator responsible for recruiting substitutes and supplying the elementary schools with the names of available substitutes. All of the participants had access to certain teachers, substitute teachers, and elementary principals. The educational leaders coordinated the practicum efforts in the following manner:

1. Henry L. Nelson, with assistance from Ross and Sanders, planned and executed an informational workshop for substitute teachers. The workshop resulted from a previous survey which established the need.
2. Ernest Sanders, with assistance from Ross and Nelson, developed a handbook to answer further procedural and informational needs that substitutes, regular teachers, and principals felt should be clarified.
3. Dolores Ross, with assistance from Nelson and Sanders, devised an evaluation procedure to be used to monitor the progress of the substitutes in the two participating schools (Adams and Sandston

Elementary).

4. The NOVA participants enlisted the support of teachers and substitutes within the two schools involved in the pilot study to assist by evaluating the progress of the daily substitute experiences.

5. The cooperation of central office personnel, elementary principals, regular and substitute teachers was necessary to develop the concept of a comprehensive substitute program from a practicum pilot study to a permanent fixture in Henrico County.

E. Executing the Practicum

After the need was established, the NOVA participants began to compile information for presentation to substitutes in an inservice workshop. Action was also initiated on accumulating information to be placed in a handbook which would add clarity to procedural and policy information on a more permanent basis.

Much thought was given to the idea that the workshop should be followed up with some type of evaluation procedure. A two-way evaluation system was later designed for this purpose as an outgrowth of the workshop.

The informational workshop was conducted at Adams Elementary School in January 1975. Twenty-five of thirty substitutes who serve Adams and Sandston Schools attended.

The format was designed to both present and receive information dealing with routine procedures and personal concerns. A social setting was established by making soft drinks and cookies available to those in attendance.

The first portion of the workshop was presented by each of the three NOVA participants in turn, using the lecture method. During this portion of the workshop, the NOVA participants controlled the structure and content of the workshop activity in order to present certain information with a minimum of interruption.

During the lecture, the substitutes were seated in chairs facing a projection screen and speaker podium. Nelson served as host and explained the purpose of the workshop and outlined the order of presentation. The substitutes were encouraged to hold questions and comments until the end of each presentation. Each presentor spoke for ten minutes and then allowed approximately five minutes for questions and comments.

Nelson began the lecture session by outlining the need for good substitute teachers in Henrico County. This participant spoke concerning the status of the substitute in Henrico and explained that the NOVA participants realized the importance of the substitute in maintaining quality education. He concluded by explaining that the NOVA participants were working to establish a county-wide program for substitutes in an effort to aid them in the performance of their duties. He stated that the participation, cooperation, and input of the substitute teacher in this effort was most essential. Substitutes had few questions at this time. Several appeared excited and whispered to each other.

Ross appeared next on the program and outlined the salary, benefits, personnel procedures, and various situations for which substitutes were used in the county. She pointed out that, by

working as a substitute, a college graduate who is desirous of a permanent teaching job is in a good position to be aware of vacancies within the school system. Ross then encouraged substitutes to visit the various schools in eastern Henrico and to familiarize themselves with the location of the various rooms and with the procedures peculiar to each school.

At this point, several questions were raised by substitutes as to the fringe benefits offered by the county in the area of tort insurance and workman's compensation. Many were particularly interested in the method of selection used by the school system in hiring long-term substitutes, or board substitutes who are paid a daily rate commensurate with certification and experience.

Sanders completed the lecture portion of the workshop by discussing a proposed handbook designed to clarify procedures, duties, and responsibilities of the substitute teacher. At the conclusion of his presentation, several substitutes commented that they felt a handbook would be useful to give direction to general procedures throughout the county. One substitute asked how and when the handbook would be provided. Sanders commented that some individual schools had folders outlining procedures to be followed in that specific school, but that an adoption of a county-wide handbook would depend in part on the interest of all employees who might be aided by such a publication.

At this point a ten minute break was provided. Refreshments were served at the rear of the room.

Nelson called the second portion of the workshop to order and

divided the substitutes present into three groups. Each NOVA participant had charge of one group. The chairs were drawn into small circles around each NOVA participant. This portion of the program was to last approximately fifty minutes, divided into two twenty-five minute segments. The substitutes were directed to review a proposed evaluation checklist for monitoring their performance. (Appendix D). Each substitute was encouraged to comment on items one through ten based on the sum total of their substitute experience. The NOVA participants served as group leaders for the discussion and a secretary was appointed for each group to rate the checklist according to the comments made.

Discussion concerning the evaluation format lasted approximately twenty-five minutes. The major concern that developed related to the manner in which the evaluation checklist would be used. Substitutes felt that the regular classroom teacher might resent negative comments concerning the preparation of lesson plans, etc. (See Appendix D - question #4). The participant leader asked for comments as to how a negative situation could be dealt with. It was suggested that the substitute turn the checklist into the principal and that he serve as a liaison between the substitute and the regular teacher.

Approximately twenty-five minutes was then devoted to a discussion of the proposed handbook. Substitutes were asked to list items that they felt should be included in such a document. The participant leaders presented suggestions which they felt would be useful to employ until a handbook could be forthcoming.

Each of the three groups was asked to vote on whether it felt

an evaluation checklist and a handbook should be developed. Twenty voted in favor of the evaluation checklist, four against with one abstention. The vote for the handbook was unanimously in favor.

The secretaries of each subgroup reported to the whole group at the conclusion of the workshop. Each group had valuable input and added much to the interest of the overall program.

The entire workshop lasted approximately two and one-half hours. This was the first time that the substitutes were called together as a group in Henrico County.

Based on the direction and suggestions gleaned from the workshop experience, the NOVA participants initiated the evaluation checklist procedure in March 1975. The regular teachers were made familiar with the procedure in each of the two schools (Adams and Sandston) by the building principals (Nelson and Sanders) on an individual rather than a group basis. The participants felt that this procedure would allow them to answer questions on a one-to-one basis and at the same time encourage the regular teacher to prepare adequately for the substitute.

The principal collected all evaluation checklists and orchestrated any changes necessary to insure a smooth instructional program utilizing substitute personnel.

The NOVA participants (Nelson, Sanders, and Ross) developed a handbook for substitute teachers based on input from several sources. Initially the participants reviewed several pamphlets from various schools within the county regarding procedural instructions for substitutes. Only four schools out of forty-four in the county were

found to have any printed guidelines for substitutes.

The participants checked with the Henrico County resource center and found three examples of handbooks for substitutes from Tidewater, Virginia communities. These books were brief and dealt mainly with procedures for enrolling as a substitute, salary information, etc. The content of these handbooks outlined procedures for reporting to the school, of teaching materials, and where to seek help. In the workshop previously mentioned the participants had the substitutes employed in the two schools (Adams and Sandston) comment on an early draft of handbook ideas and suggest areas that should be added. Other than procedural areas, which all substitutes felt should be made clear, the substitutes were insistent that the handbook outline the specific responsibilities of the regular teacher, the principal, the county, as well as the substitute.

Regular classroom teachers in the two pilot schools reviewed the rough draft of the handbook and offered certain suggestions. Several regular teachers indicated that they felt substitutes should strive for certification and that the handbook should spell out the credential requirements necessary to teach in Henrico. Three regular teachers expressed the idea that substitutes be cautioned about spreading gossip from school to school. A few teachers felt that substitutes were just babysitters and that they had little regard for the program expectations of the school. These teachers expressed the thought that somehow the handbook should convey to the substitute the necessity of carrying on the instructional program.

Discipline is an area where the regular teachers had the

greatest concern. They felt as a group that control broke down in their absence. The teachers felt that the handbook should contain an outline of classroom management techniques designed to avoid discipline problems.

Based on past experience, the NOVA participants (Nelson, Sanders, and Rocs) contended that the building principal and the regular teacher should set the stage for the arrival of the substitute. The participants, teachers, and substitutes all agreed that the regular teacher should make certain routine preparations for the arrival of the substitute. These preparatory steps were outlined in the handbook based on the experiences of (Adams and Sandston) schools.

Since the building principal is a key factor in any program in the school, the participants felt that his role should be spelled out as it related to the substitute teacher. To establish this role factor, the participants drew not only from their own experiences with substitutes, but talked informally with six other principals scattered throughout the county. The elementary principals who were interviewed indicated procedures which they had used successfully in preparing for and working with substitute teachers. The input from these experiences and comments were weighed against county policy regarding regular and substitute personnel to guard against any conflict.

Two of the principals were from smaller elementary schools (under 400 students) and did not feel that a large amount of preparation prior to the arrival of the substitute was necessary. They contended that, since the same substitutes were used on a

consistent basis, familiarity outruled the need for elaborate folders and building procedures. This philosophy was not upheld by the NOVA participants' experience or by the other principals interviewed. Therefore, in writing the handbook, the participants spelled out the duties to be assumed by the principal based on the successful experiences of their colleagues.

The NOVA leaders felt that the substitute program and the handbook must in someway be channeled through the county personnel department. To accomplish this, the participants had several interviews with the director of personnel and the assistant superintendent in charge of personnel. Support for the program and for the various aspects of the program, inservice, handbook, and evaluation was sought and received.

The participants added several new elements to the responsibility list of the county personnel regarding substitute teachers. These items include: inservice, salary increments tied to growth and experience, handbooks, evaluations, and the assignment of a person to coordinate the substitute program. These items were included in the proposed handbook, but all have not been accepted. The only hard item to sell seems to be the salary differentiation for experience of substitutes. This item may have to be dropped and perhaps be included at a later date. The basis for this point of view at the county level is that (1) Henrico County pays a higher daily salary for substitutes presently than the surrounding counties and a neighboring city; and (2) a daily rate based on experience is available for a long-term substitute.

F. Evaluation

In order to evaluate the success of the practicum, the NOVA participants (Nelson, Sanders, Ross) used the following procedures:

1. The evaluation of the need

The elementary principals, substitutes serving Eastern Henrico County, and the regular teaching staff of the pilot schools (Adams and Sandston) were surveyed to determine if a comprehensive substitute teaching program were needed.

The results of the initial survey indicated a general desire on the part of teachers, educators, and substitutes to have the following items forthcoming:

a. Some type of evaluation process.

b. An inservice workshop to provide the opportunity to have basic questions and problems answered.

c. A handbook which would spell out county policy regarding substitutes and provide clarity to procedures a substitute should follow.

The follow-up survey contained specific procedural items for which substitutes were held responsible. Substitutes and educators were asked to respond regarding the substitute's mastery of these objectives. Substitutes indicated a variety of familiarity with the items presented, and twenty-six of the thirty who were surveyed expressed a desire for a workshop to clarify these and other matters.

The educators who responded from the two pilot schools indicated that, generally, substitutes had not mastered the

procedural objectives presented in the questionnaire. After reviewing these materials and through personal experience with substitutes, it was apparent to the NOVA participants that the need for a practicum program had been established. This completed the first step of the evaluation.

(Please note the copies of the questionnaires which are attached and identified). See Appendix D and E.

2. The evaluation of the solutions to the problem

a. The informational workshop

The NOVA participants feel that the informational workshop served as an effective catalyst by combining the presentation of procedural expectations of substitute teachers with answers for problems stemming from their personal experiences. Generally, the educational leaders felt that the inservice program provided some solution to many informational problems.

The workshop idea for substitute teachers represented a first for Henrico County. The format of the workshop was designed to both present and receive information dealing with routine procedures and personal concerns. The first portion of the workshop was presented in lecture form with portions assigned to each of the NOVA participants.

The following is an outline of the topics which were discussed during the lecture:

Nelson - The NOVA participants' philosophy regarding the substitute's role in the educational program.

Ross - The County policy regarding payroll and other benefits provided to substitutes.

- The situations that require the use of substitutes.
- The procedures for visits and classroom observation.
- The procedures for reporting to schools for work.

Sanders - The responsibility of the substitute within the classroom and school situation.

Substitutes were given the opportunity to ask questions at the conclusion of each ten minute presentation. The lecture was followed by a short coffee break which gave the NOVA participants and the substitutes the opportunity to mix informally and set the stage for the buzz session which occurred during the second portion of the program. The buzz session centered around a discussion of a proposed handbook for substitutes and a two-way evaluation system.

As stated previously, the entire workshop lasted approximately two and one-half hours. This was the first time that any substitutes in the Henrico School System were gathered together as a group.

However, the NOVA participants feel that the results of the workshop experience suggest that this procedure should be repeated at least one time per year. This statement is based on the positive statements made by the substitutes regarding the workshop and the positive performance demonstrated by the substitutes following this inservice experience. It is difficult to measure the exact effect of the workshop on the

substitute; however, intuitively, the participants and the substitutes feel that it has some merit.

In retrospect, the most successful part of the inservice program seemed to be the "buzz session" which was the technique utilized at the concluding portion of the inservice program. The substitutes and the NOVA participants enjoyed a great deal of interaction during this segment of the workshop program. They shared ideas as to how an evaluation procedure and a handbook might help the substitute to realize job expectations which were not previously made clear.

At the conclusion of the informational workshop, many substitutes expressed the thought that, if the county were to continue the workshop idea as a method of working with substitutes, perhaps others might be encouraged to consider substitute work. Most indicated a feeling that the informational workshop could add identity and status to the substitute position which did not exist at present.

As a by-product of the workshop, the substitutes and the NOVA participants agreed to implement the proposed two-way evaluation system in the pilot schools.

A second result of the workshop was the mandate given by the substitutes to the NOVA participants to produce a handbook which would add clarity to the procedures under which they were to operate. The substitutes gave witness to the fact that some schools had a few written procedures while others did not. It was felt by all that some cooperative

effort was needed to give the substitute a consensus of direction throughout the county.

The NOVA participants feel that, based on the number of substitutes who participated in the workshop--twenty-five out of thirty who served the two schools--and based on the decisions for program improvement made here, the workshop was a success.

b. The evaluation of substitute teacher procedural performance

The NOVA participants contended that the primary purpose of evaluation should be to improve performance. They felt that, if improvement were to be achieved, the substitute and his/her evaluator should be quite clear about the operation of the evaluation process.

The evaluation checklist utilized consisted of performance objectives stated in behavioral terms. The final product stemmed from a joint effort of the workshop participants and was cooperatively formulated to serve as a basis for evaluation of both the progress of the individual substitute and the workshop information as well.

All parties involved in the evaluation process--the principal, regular teacher, and the substitute--accepted the responsibility inherent in the interaction of a two-way evaluation process.

The NOVA participants contended that the process of evaluation by performance objectives should be predicated upon the belief that the substitute can become what he/she

has the capacity and desire to be if provided the proper procedural information, encouragement, and assistance.

The evaluation checklist procedure was initiated in the pilot schools (Adams and Sandston) in March 1975. The substitute, regular teacher, and the principal were involved in the evaluation process. The program was designed to monitor those substitutes involved in the informational workshop who received procedural guidelines to determine whether this affected their performance. Each morning as the substitute signed in, he/she received an evaluation checklist to be completed by the end of the day. The substitute was asked to respond to statements that related to the conditions under which he/she was expected to perform. (Appendix D).

The checklist served to measure the preparation of the regular teacher for the substitute and served as a procedural guide for the day's expectations. It also measured to some extent the day's procedural progress. At the conclusion of the day, the substitute turned the checklist into the building principal.

The building principal reviewed the checklist information and was in a position to correct any problems which were indicated. This also gave the principal a perspective as to the possible root cause of problems which occurred.

The day following the substitute's instructional period, the regular teacher was given a checklist to complete, based

on his/her evaluation of the substitute's performance of certain procedures. (Appendix E). The nature of the checklist caused the regular teacher to record not only what she found in the classroom but influenced her to check with neighboring teachers as well. Upon completion of the form, the regular teacher turned the list into the building principal.

By reviewing the results of this checklist and comparing it with the one submitted by the substitute, the principal had a composite view of the day's procedural activities.

The principal, in his role as instructional leader, was then in a position to provide for internal changes necessary for program and performance improvement. More importantly perhaps, he was in a better position to be able to decide which substitutes to call to insure a quality operation in his particular school. Prior to this practicum effort, substitutes were not evaluated in any manner.

The responses from a sample of twenty separate substitute situations involving workshop participants serving the pilot schools indicated a definite trend toward positive procedural performance.

SUMMARY

Table I, page 25, represents the responses made by substitutes concerning the conditions under which they were asked to serve. (Appendix D). Responses to item one indicate that notification practices were very good. It is the responsibility of the principal to notify the substitute and clarify the location (grade level, room number, school address) of the teaching assignment to be covered.

Items two, three, and four represent the preparational efforts of the regular classroom teacher prior to the arrival of the substitute. Although most substitutes had a positive reaction to item two, three substitutes checked the adequate response item and one checked the inadequate item. The substitute who checked response item four (inadequate) indicated that the teacher had the materials in the room but they were difficult to locate. The building principal was able to help correct this situation by talking to the regular classroom teacher.

Items three and four received favorable ratings; however, there were some negative responses. It may be noted that the inadequate situation in item three stems from one substitute who had a generally bad day in all areas. Item four refers to proper lesson plans. In both pilot schools, classroom teachers are required to turn one copy of their lesson plans into the office and retain one on their desk. However, occasionally circumstances will change during the week which may cause some modification. Such was the case in one instance noted here and the regular teacher had failed to note the modification, thus causing some problems.

Item five served as an indication as to how the substitute

TABLE I

RESPONSES FROM SUBSTITUTES

Questionnaires were filled out on twenty separate substitute occasions. The substitutes were provided a questionnaire which contained ten items. (Appendix D). They were asked to circle their choice on each item, based on their experiences for particular instances on a particular day. They were invited to comment on any item if they so desired. The rating scale was as follows: (1) Very Good, (2) Good, (3) Adequate, and (4) Inadequate.

SUBSTITUTE OCCASION	QUESTIONS									
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1	1	1	1	1	1	1	1	1	1	1
2	1	1	1	1	1	2	1	4	1	1
3	1	1	1	1	1	1	1	1	1	4
4	1	1	3	1	1	2	4	4	4	4
5	1	3	1	1	1	2	1	4	1	1
6	1	2	3	3	3	3	4	3	1	4
7	1	1	1	1	1	2	1	4	1	1
8	3	2	2	3	1	2	3	3	2	2
9	1	2	3	1	1	4	1	4	4	4
10	1	1	3	2	3	2	3	4	1	2
11	1	3	3	4	3	3	2	4	1	1
12	1	2	2	2	2	3	2	3	2	2
13	1	1	2	2	1	2	3	3	2	3
14	1	2	2	2	1	3	2	3	1	1
15	1	2	2	2	3	3	3	3	3	3
16	1	4	4	4	2	4	4	3	2	3
17	1	2	2	1	2	2	2	1	2	1
18	1	1	1	1	1	4	4	4	3	3
19	2	2	2	2	2	2	2	4	1	2
20	2	3	3	2	3	2	2	2	1	1
AVERAGE	1.20	1.85	2.10	1.85	1.70	2.45	2.20	3.10	1.75	2.20

measured the degree of help and courtesy extended by the regular faculty. All responses recorded by the substitutes were at least in the adequate category. Two substitutes who checked the adequate category indicated that they felt like strangers. It was felt by the principals that repeated experience would help to remedy this particular reaction.

Item six dealt with the acceptance of the students to the methods, and perhaps the approach, of the substitute. Three substitutes indicated that student cooperation had been inadequate. One commented that she felt that the class was rough to handle and that the regular teacher must have the same problems. One simply stated that the cooperation and discipline was poor and the third did not offer a comment.

These situations were followed up by the principal who worked with the regular teacher to counsel with the students concerning the importance of exercising good manners and extending cooperation when a guest teacher is trying to carry on the program.

Item seven was concerned with classroom organization and practices. Even though many classroom teachers in the two pilot schools had indicated that they felt substitutes should be given certain management techniques to avoid confusion, many did not organize their own classrooms toward that end. Comments from substitutes indicate that some teachers apparently had assigned duties to students sporatically without outlining them on a consistent basis while others simply had no classroom organization pattern. Although teachers cannot be required to have classroom helpers, most substitutes felt they were useful and that the practice should be encouraged.

Item eight asked the substitute whether he/she had been informed

to provide an account of assignment completed, etc. during the replacement period. Although many indicated that they were not informed to do so, several took the item to be a subtle hint to comply.

This situation is perhaps best corrected by providing the substitute with a handbook or folder on school procedure concerning the reporting responsibility. With the adoption of the handbook authored by the NOVA participants, this problem should diminish.

Item nine questioned the substitute concerning the return of materials and supplies to their proper places. Most substitutes indicated that directions were quite clear concerning the relocation of materials at the close of the day. In many cases this was an obvious point involving courtesy and organization.

Item ten referred to the check-out procedure for substitutes. In most instances the substitute was told how to check out as she checked in. In some cases this procedure was overlooked. The responses from the checklist served to remind the principal to see that this was corrected.

Table II, page 28, represents the reactions of classroom teachers regarding their evaluation of the procedural performance of the substitutes who taught in their absence. (Appendix E).

Item one dealt with the punctuality of the substitute and with his/her ability to locate the classroom. All of the checklist responses in this area were very good with one exception. Several classroom teachers commented that this was a difficult area to evaluate in view of the fact that they were not in attendance to witness the arrival of the substitute. The building principals (Sanders and Nelson) urged the regular classroom teachers to ask their colleagues and to check the log book

TABLE II

RESPONSES FROM CLASSROOM TEACHERS

Questionnaires were filled out on twenty separate substitute occasions. The classroom teachers were provided a questionnaire which contained ten items. (Appendix E). They were asked to circle their choice on each item, based on their experiences for particular instances on a particular day. They were invited to comment on any item if they so desired. The rating scale was as follows: (1) Very Good, (2) Good, (3) Adequate, and (4) Inadequate.

SUBSTITUTE OCCASION	QUESTIONS									
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
1	1	2	2	2	1	1	1	3	1	1
2	1	1	1	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1	1	1	1
4	1	1	1	2	1	1	1	1	1	1
5	1	1	1	1	1	1	3	4	1	1
6	1	1	1	1	1	2	1	1	1	1
7	1	1	1	1	1	1	1	1	1	1
8	1	1	1	1	1	1	1	1	1	1
9	1	1	3	1	2	3	4	4	4	4
10	1	3	1	1	1	2	1	4	1	1
11	1	2	3	3	3	1	1	1	1	1
12	1	2	3	1	1	4	1	1	4	4
13	3	2	2	1	1	2	3	3	2	2
14	1	1	1	3	3	2	1	1	1	1
15	1	1	2	2	1	3	2	2	1	1
16	1	3	1	1	1	2	1	4	1	1
17	1	2	3	3	3	3	4	3	1	4
18	3	2	2	3	1	2	3	3	2	2
19	1	2	3	1	1	4	1	2	4	4
20	1	1	3	2	3	2	3	2	1	2
AVERAGE	1.20	1.55	1.85	1.60	1.45	1.95	1.75	2.15	1.55	1.75

located in the office to add clarity to their answers.

Item two measured the classroom teachers' reactions to the substitutes' use of instructional materials. This item was somewhat related to item four which dealt with the substitute's ability to follow lesson plans. Many classroom teachers commented that in most cases the substitutes seemed to be able to carry out plans in a manner commensurate with the way in which the regular teacher had made plans and materials available.

These comments emphasize the importance of the two-way evaluation process. The principal who collected the comments and checklists from each party was in a position to effect change without offending either party or placing them in opposition to each other.

Item three measured the classroom teachers' reactions to the manner in which the substitutes were able to follow the daily schedule. To arrive at an answer, the classroom teacher had to read the substitute's account of the period of replacement covered in item eight. In several instances the classroom teachers ascertained that the substitute had carried out the duties of the day but had not supplied an adequate written account of the tasks accomplished. A few of the classroom teachers measured the ability of the substitute to carry out the routine duties by the amount of classwork papers turned in, checked, or completed.

Substitute teachers who experienced repeated difficulty with item four (carrying out plans) and item six (maintaining discipline) were reviewed carefully. These weaknesses were considered important enough to cause the building principals to consider reducing or eliminating the times that these substitutes were called.

Item five was designed to measure the substitute's ability to get along with other faculty members. To determine a proper response, the regular teacher had to converse with other faculty members. Since substitutes have to serve on some occasions for an extended period of time, their ability to adjust to other faculty members can be quite essential. The substitutes who served the two schools (Adams and Sandston) all performed positively in this category.

In responding to question six (discipline) the regular teachers were inclined to look for visual signs, such as the condition of the room. They also talked to the children and looked over the written comments left by the substitute. This is not to be confused with the substitute's checklist which was turned into the principal. In most cases the checklist from substitutes and classroom teachers were close in agreement. Some exceptions were to be expected due to differences in perspective and expectations.

Item seven was designed to measure the ability of the substitute to keep accurate attendance and turn in the proper lunch count, etc. The regular teachers had to check their attendance cards and converse with the school nurse who compiles the attendance to determine part of the answer. In some instances the teacher also talked to the cafeteria manager to determine if the count and money had been accurate, etc. Most reported that the substitutes kept accurate accounting. The school secretary re-explained the procedure to those who were reported as having difficulty.

Item eight, which indicated whether the substitute left a written account of the day's events, received more negative responses than any

other area evaluated. Classroom teachers who wrote comments indicated that in some instances the substitutes left only one sentence to describe the period of replacement. Others indicated that no word was forthcoming from the substitute. The building principals urged the classroom teachers to call the substitutes, if time permitted, to clarify any problems. The principals also talked to the substitutes in question and urged them to comply and suggested that they use the plans of the regular teacher and the evaluation checklist as a guide. In all but one instance the substitutes reacted favorably to the suggestion. One substitute had school age children of her own and left without writing an account in order to meet the school bus.

Item nine was related to the regular teacher's evaluation of the manner in which the substitute returned materials. Three substitutes failed to return certain items to their proper places. The substitutes in question were reminded of their responsibility by the building principal. One substitute indicated that she was ill informed as to her duties in this area. The other substitutes indicated that they had been informed but had neglected to follow through due to an oversight. This was a simple procedural problem and was resolved in a positive manner in each case.

Item ten dealt with whether the substitute checked with the office at the end of the day to report any important data and to find out if the regular teacher would return. Teachers had to check with office personnel in order to answer this question. Most felt that this was a good practice because the substitute might express something verbally that she had neglected to write something of importance into her account

of the day. Four substitutes were rated inadequate in this area because they failed to report to the office or inquire as to whether they would be needed further before leaving. In checking over the evaluation checklist submitted by the substitute (see Table I), it was noted that one substitute indicated that instructions had not been forthcoming concerning the check-out procedure. However, it should be noted that the substitute did not check to find out what the procedure was before departing.

The two-way evaluation system did not cure all problems encountered in dealing with substitute teachers. However, it did allow the substitute and the regular teacher an opportunity to evaluate each substitute situation and thus add some clarity as to the success or failure of the replacement period. In the past, substitute occasions had been lost days where instruction was placed in limbo and valuable classroom time was wasted through confusion and frustration.

The building principals were able to receive input from two sources and were in a position to correct many problems without conflict. The NOVA participants were very pleased with this aspect of the program.

As previously mentioned, the development of the handbook resulted from a need reflected by administrators, regular teachers, and substitutes for a composite source which would provide procedural clarity and related information concerning the operation of the substitute program. The handbook was authored and compiled by the NOVA participants to meet this need. The participants spelled out the responsibilities and procedures to be adhered to by all who deal with the substitute program.

Elementary principals, teachers, and substitutes all had input into

this volume. Various principals were interviewed verbally and were asked to comment on the rough draft of the handbook. All agreed with the content outline and organization. Some suggested grammatical changes but did not modify the major points or thrust.

Teachers were basically in agreement with the outline of responsibilities, as were substitutes. Both of these groups felt that the building principal was the key figure to insure proper orchestration of the policies outlined.

NOVA participants did not have to modify the handbook based on input from the sources involved; however, they were careful to follow past procedures and county policy. Since the county had no handbook for substitutes, the NOVA participants reviewed the county policy book regarding regular teachers and were careful not to violate the principles outlined in this area. Inclusions from the regular policies handbook were added to the substitute handbook for further informational guidelines. (See Handbook Appendix).

This volume contains a composite of the procedures utilized by the pilot schools with a careful distinction given to the perspective and direction of the comprehensive substitute program.

The final draft has been reviewed by all involved in the pilot schools and has been submitted to the Henrico County central office staff for county-wide adoption.

The NOVA participants (Nelson, Sanders, Ross) feel that the acceptance of the idea of a comprehensive substitute teacher program by Henrico County has to some extent confirmed the fact that the practicum effort was a success. (Appendix F). The participants feel that this

idea could be developed by any district along the lines described in the content of this report. (See Appendix F)

FURTHER APPLICATIONS AND FOLLOW-UP SUGGESTIONS

The NOVA participants feel that the practicum effort was a success at the pilot level. The County central office staff have been petitioned by the participants (Nelson, Sanders, Ross) to incorporate their ideas into a comprehensive substitute teacher program for the entire County. The NOVA participants offer the following recommendations.

1. That substitutes be evaluated.

   In an era of accountability, the participants feel that a major school system cannot afford to have a vacuum in an area as important as the substitute teacher program. The evaluation of substitute teachers is essential if educational leaders are to continue to improve all aspects of the instructional program.

   As stated previously, the NOVA participants have established in their pilot efforts a need to formulate a comprehensive program and have explored the probable results of such an effort. In addition to the information previously mentioned, the participants feel that such a program would help develop the following traits: (a) knowledge of position requirements, (b) planning and organizational skills, (c) initiative, follow-through, decision-making ability, (d) staff communications, student relations, (e) temperament, cooperation, loyalty, (f) dependability, accountability, and

(g) judgment.

Although the evaluation of substitutes is an important tool to provide insight into the progress of the proposed program, Thorndike lists certain limitations of rating procedures which should be kept in mind. They are as follows:

1. A humane unwillingness to make unfavorable judgments of our fellows, which is particularly pronounced when we identify to some extent with the person being rated (generosity error).
2. Wide individual differences among raters in "humaneness" or, in any event, in leniency or severity of rating (differences in rater standards).
3. A tendency to respond to other persons as a whole in terms of our general liking or aversion and difficulty in differentiating our specific aspects of the individual personality (halo effect).
4. Limited contact between the rater and person being rated--limited both in amount and in type of situation in which seen.
5. Ambiguity in meaning of the attributes to be appraised.
6. The covert and unobservable nature of many of the inner aspects of personality dynamics.
7. Instability and unreliability of human judgment.[1]

The NOVA participants recommend that the principal add to the perspective of the checklist by observing the substitute in operation whenever possible. It is recommended further that principals fill out a composite evaluation on substitutes who have served a minimum of three times in a given six weeks period. This should be done in order that some judgment be made as to whether to continue to use that particular

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[1]Robert L. Thorndike and Elizabeth Hagen, "Measurement and Evaluation in Psychology and Education," John Wiley and Sons, Inc., New York, 1969, p. 455.

substitute in Henrico County Schools.

2. That an inservice informational workshop be established for substitutes.

To establish substitute teachers as a professional group with status in the educational process, some recognition of this group should be forthcoming. The NOVA participants feel that substitutes appreciate the opportunity to gather as a group, discuss common interests and problems, receive guidance and direction, and have their questions answered.

The participants feel that school systems need to provide inservice for substitutes at the beginning of each school year. This is an ideal time to give out data and other information needed for the year. Workshops could be set up during the year to allow substitutes to share ideas and keep abreast of new trends in education. Other ideas may stem from the workshops which would help the overall substitute program.

3. That a handbook be provided to add clarity to the procedures and responsibilities that those persons involved in the substitute program should follow.

The NOVA participants feel that this is a must if substitutes are to be aware of the various items of responsibility, etc. that relate to their job. The participants have discussed this aspect at length earlier in the report.

4. That the County should conduct a study of the number of

days that substitutes are used and for what reason.

This report could divide the reasons for teacher absence into categories (example--sickness, personal leave, etc.).

5. That a cost efficiency study should be conducted to demonstrate whether we should continue to call substitutes as needed or hire substitutes on a permanent basis and use them where needed.

6. That a County nurse should contact teachers with three or more days' absence to determine the extent of the actual illness. Last year the two pilot schools used substitutes on 127 and 180 occasions, respectively. Henrico County has forty-four schools.

The substitute teacher program in Henrico County should have many more areas studied and developed to lend accountability to the amount of dollars spent. In this practicum project, the NOVA participants (Nelson, Sanders, Ross) have made a significant start in that direction.

7. Further study needs to be conducted regarding substitute recruitment methods and certification requirements. The economic conditions in the area and the tight job market have given Henrico County a temporary stock of college graduates who cannot find employment. These people have turned to substitute teaching as a vocation.

APPENDIX

APPENDIX A

INITIAL INFORMAL SUBSTITUTE TEACHER SURVEY

(Initial survey conducted to determine interest in a pilot study of the substitute program)

1. Do you think we need more substitute teachers? Yes_____No_____

2. How many substitute teachers are needed per school?

   5_____ 10_____ 15_____ 20_____ Other_____

3. Do you feel some type of performance evaluation should be instituted to measure the effectiveness of substitutes?

   Yes_____No_____

4. If "yes" to question 3, please indicate which areas you feel should be evaluated.

   Discipline_____ Classroom management_____

   Content areas_____ Other_____

5. Should certificated teachers without any previous teaching experience be on the list?

   Yes_____No_____

6. What experience range is best for substitute teachers?

   0 yrs._____2 yrs._____3 yrs._____5 yrs._____6 yrs._____10 yrs._____

7. Should a substitute be a certificated teacher? Yes_____No_____

8. Should a substitute be required to be endorsed in the area in which he/she substitutes?

   Yes_____No_____

9. Do you believe an in-service program would improve the overall effectiveness of substitute teachers?

   Yes_____No_____

10. Do you believe that a handbook is needed for substitute teachers?

    Yes_____No_____

11. Specify any area in which substitutes could have problems that are not covered in the aforementioned questions. Please elaborate on back.

Please check one: Teacher_____

Principal_____

Substitute Teacher_____

APPENDIX B

QUESTIONNAIRE PROVIDED TO ELEMENTARY PRINCIPALS AND REGULAR CLASSROOM TEACHERS IN THE PILOT SCHOOLS (ADAMS AND SANDSTON) PRIOR TO THE INFORMATIONAL WORKSHOP

Dear Educator:

Henrico has utilized substitute teachers in our elementary schools for several years. To this date we do not have a comprehensive substitute teacher program. It is our hope to establish a program and to make it one of the most successful in Virginia. We need your assistance in order to evaluate the dimension and scope that such a program should entail.

The following questionnaire is designed to measure the progress of the substitutes that serve your schools. The questions deal basically with procedural matters handled within the normal operation of the day. The results of this questionnaire will not be used to grade your school program or your substitute teachers. We will use the results to decide whether to plan an informational workshop and other related activities designed to clarify procedures.

Each questionnaire has a number in the upper left corner of this page. This number is placed here to insure return of all questionnaires. Please be very honest in your responses so that we can help to provide a quality program. You do not have to sign your name. Please return all questionnaires by January 3, 1975.

INFORMATIONAL QUESTIONNAIRE
SUBSTITUTE TEACHER PROGRAM

The following statements are presented as objectives. As objectives, they are neither right nor wrong; and your expressions of mastery will

be influenced in terms of your particular experiences with substitutes. Kindly check on the mastery scale what you believe the substitutes have achieved rather than what you think they should have achieved.

A. The substitutes have mastered this objective.

B. The substitutes have made substantial progress on this objective.

C. The substitutes have initiated work on this objective.

D. The substitutes have not begun to work on this objective.

Please circle the letter you select to indicate your choice.

A B C D 1. The substitutes are able to locate the school office and report in and check out properly.

A B C D 2. The substitutes are able to locate the various special rooms within the building such as the cafeteria, etc. without difficulty.

A B C D 3. The substitutes are familiar with the various routines which are characteristic to the building to which they are assigned. (for example--attendance, lunch count, lunch time, library, recess, etc.)

A B C D 4. The substitutes are able to recognize and name the adopted series in reading, math, social studies, and spelling, etc. used in the elementary grades.

A B C D 5. The substitutes are able to identify grade level teachers and know to rely on them for specific help during the day.

A B C D 6. The substitutes are able to locate the lesson plans for the day and are able to translate them into classroom activities.

A B C D 7. The substitutes demonstrate familiarity with the County

philosophy as it relates to the instructional program.

A B C D 8. The substitutes are familiar with sources within the school where additional curriculum materials may be located.

A B C D 9. The substitutes are familiar with the expectations of the school regarding student behavior and know to whom to turn if assistance is required in this area.

A B C D 10. The substitutes are able to keep track of the teacher's books, materials, etc. and to report consistently to the regular teacher an account of what has been done in his/her absence.

Thank you for your cooperation.

Yours truly,

Henry L. Nelson
Ernest R. Sanders
Dolores M. Ross

APPENDIX C

QUESTIONNAIRE PROVIDED TO SUBSTITUTES
IN EASTERN HENRICO COUNTY PRIOR
TO THE INFORMATIONAL WORKSHOP

Dear Substitute:

The substitute teacher program in which you are a participant has been established for several years. It is our hope to make this program one of the most successful in Virginia. We need your assistance in order to evaluate individual progress as well as the progress of the program.

The following questionnaire is designed to measure progress and at the same time perhaps indicate areas where improvement is needed. Each substitute is asked to participate in order that we have a composite viewpoint. The results of this questionnaire will not be used to grade you on your substitute teaching. We will use the results to decide whether to plan an informational workshop to clarify certain procedures.

Each questionnaire has a number in the upper left corner of this page. This number is placed here to insure return of all questionnaires. Please be very honest in your responses so that we can help you by providing a quality program. You do not have to sign your name. Please return all questionnaires by January 3, 1975.

INFORMATIONAL QUESTIONNAIRE
SUBSTITUTE TEACHER PROGRAM

The following statements are presented as objectives. As objectives, they are neither right nor wrong; and your expressions of mastery will be influenced in terms of your particular experiences. Kindly check on the mastery scale what you believe you have achieved rather than where

you think you should be.

A. I have mastered this objective.

B. I have made substantial progress on this objective.

C. I have initiated work on this objective.

D. I have not begun to work on this objective.

Please circle the letter you select to indicate your choice.

A B C D 1. The substitute is familiar with the County philosophy regarding the instructional program as outlined in the Henrico School Board guidelines.

A B C D 2. The substitute is familiar with scope and sequence of materials presented in the instructional program of Henrico's elementary schools.

A B C D 3. The substitute is aware of County policy concerning payroll and other related benefits which are provided.

A B C D 4. The substitute knows of the different situations that require the use of their services in Henrico County.

A B C D 5. The substitute is aware of the various classifications they may be given when employed.

A B C D 6. The substitute is familiar with the location of the elementary schools in the County.

A B C D 7. The substitute has visited various schools in the County and observed the classrooms in operation.

A B C D 8. The substitute is familiar with the procedure for reporting to the various schools and with the method to procure specific instruction for the day.

9. The substitute would be willing to attend an afternoon

workshop which would clarify these objectives and answer any questions which may arise. Yes_____ No_____

Thank you for your cooperation.

Yours truly,

Henry L. Nelson
Ernest R. Sanders
Dolores M. Ross

APPENDIX D

EVALUATION CHECKLIST
(To be completed by the substitute teacher)

Beginning in March 1975, this checklist was given to substitutes when they signed into school.

Please circle your choice. Your comment is invited on any or all items so desired. If item four (4) is selected, a detailed comment should be forthcoming.

RATING SCALE (1) Very Good (2) Good (3) Adequate (4) Inadequate

1. The substitute was given adequate notice and necessary information concerning the location of the teaching assignment.

   1 2 3 4

   Comments:

2. The substitute was provided necessary instructional materials, supplies and teaching manuals.

   1 2 3 4

   Comments:

3. The substitute was provided a list of all necessary schedules and a list of routine duties for the day. (lunch, recess, bus duty, etc.)

   1 2 3 4

   Comments:

4. The substitute was provided with lesson plans outlining student assignments to be completed for the day.

   1 2 3 4

   Comments:

5. The regular teachers extended the normal courtesies and introduced the substitute to the faculty and school procedures as necessary.

   1 2 3 4

   Comments:

6. The pupils cooperated with the substitute and were willing to accept his/her method of classroom operation.

   1 2 3 4

   Comments:

7. The substitute was provided with a list of class helpers, monitors, or any special classroom organization with duties and expectations outlined.

   1 2 3 4

   Comments:

8. The substitute was informed that he/she should provide an account of what had been completed during the period of replacement for the regular teacher.

   1 2 3 4

   Comments:

9. The substitute was informed concerning his/her responsibilities to return teacher's books, materials, keys, etc. at the end of the teaching day or teaching assignment.

   1 2 3 4

Comments:

10. The substitute was instructed as to the procedure for checking out at the end of the day and to determine whether the regular teacher will be returning.

1 2 3 4

Comments:

Substitute_____

Substituting for_____

Date_____

APPENDIX E

EVALUATION CHECKLIST
(To be completed by the regular classroom teacher concerning the performance of the substitute teacher)

Beginning in March 1975, this checklist was given to regular classroom teachers following each substitute occasion.

RATING SCALE (1) Very Good (2) Good (3) Adequate (4) Inadequate

---

Please circle your choice. Your comment is invited on any or all items so desired. If number four (4) is selected, a detailed comment should be forthcoming.

1. The substitute arrived at the proper time and was able to locate the school and classroom without difficulty.

   1 2 3 4

   Comments:

2. The substitute made use of the necessary instructional materials, supplies and teaching materials.

   1 2 3 4

   Comments:

3. The substitute was able to follow the daily schedule and completed all routine duties of the day.

   1 2 3 4

   Comments:

4. The substitute was able to follow and complete the lesson plans provided by the regular teacher.

   1 2 3 4

Comments:

5. The substitute was friendly toward regular faculty members and sought help from them when needed.

   1 2 3 4

   Comments:

6. The substitute was able to maintain discipline and secured the cooperation of the students.

   1 2 3 4

   Comments:

7. The substitute kept accurate attendance and was able to complete reports as required. (Attendance, lunch count, etc.)

   1 2 3 4

   Comments:

8. The substitute teacher provided an account of what had been done during the period of replacement.

   1 2 3 4

   Comments:

9. The substitute returned the regular teacher's books, materials, keys, etc. at the end of the period of replacement.

   1 2 3 4

   Comments:

10. The substitute checked with the office at the end of the day to report any important data and to determine whether the regular teacher would be returning.

    1 2 3 4

    Comments:

Regular Teacher_____

Subatitute_____

Date_____

HENRICO COUNTY SCHOOLS
P. O. BOX 40
HIGHLAND SPRINGS, VA. 23075

APPENDIX F

October 29, 1975

Mr. Henry Nelson, Principal
J. L. Adams Elementary School
600 South Laburnum Avenue
Richmond, Virginia 23223

Dear Mr. Nelson:

I have received and reviewed your proposed handbook for substitute teachers.

It seems that this handbook will provide a more systematic approach to in-service education for our substitute teachers than we have had.

We look forward to implementing the handbook in part or in its entirety, and we solicit your continued contribution to this area of our instructional program.

Sincerely yours,

Joseph B. Sellers

Joseph B. Sellers
Superintendent of Schools

JBS:mb

HANDBOOK

FOR

SUBSTITUTE TEACHERS

Prepared by: Ernest R. Sanders
Henry L. Nelson, Jr.
Dolores M. Ross

July, 1975

A Personal Message to Substitute Teachers:

Welcome to the teaching staff of the Henrico County School System. Your work is, and always will be, important to the instructional program of our schools. We take great pride in our organization and in the people who staff our schools. We feel that your selection as a member of our professional staff will be a source of added strength in the building of better schools. As you do your daily work in the classrooms, perhaps you will formulate ideas to improve our educational program. Your ideas and suggestions will be appreciated by the administrative staff. The cooperation of a substitute teacher coupled with the preparation of the more experienced veteran, form an unsurpassable combination. We are confident that you will do everything possible to meet the high standards required for teaching in the Henrico County Schools.

Definition of a Substitute Teacher:

In Henrico County the term "substitute teacher" is used to denote someone who serves temporarily when the regular teacher is absent. They usually work for a day, a few days, or a few weeks. Occasionally they may finish a school year when a regular teacher resigns, retires, has maternity leave, or dies. As used in this instance, the term "board substitute" is more appropriate. The "board substitute" is someone who is a permanent substitute; in reality, a teacher without tenure. The "board substitute" is appointed by the Personnel Department with the consent of the principal.

Responsibilities of the Substitute Teacher:

Preparation:

1) Work toward a Virginia Teaching Certificate to enhance your professional preparation and growth. Since you are assuming responsibilities that approach those of the regular teacher, we would encourage you to work toward full certification. In Henrico County there are four classifications for substitutes:

a) emergency - less than 60 hours of college semester credits;

b) regular - those people with more than 60 hours of college semester credits, but who do not have a degree;

c) professional - holder of bachelor's degree;

d) board substitute - certified teacher who is appointed by the Personnel Department with the consent of the principal for long term absence of the regular teacher and paid a daily rate commensurate with experience on the regular salary scale.

2) Make a formal application to the Henrico County School Board.

a) Prepare a resume of your credentials. Please include your preparational and experiential levels as well as character references.

b) Call the Personnel Department and request an interview.

c) Show proof that you are free of tuberculin disease. The Code of Virginia requires this information annually.

3) Have a positive attitude toward your job. Henrico educators do not consider you a baby sitter, but someone who is competent enough to manage a classroom and provide an educational experience for our children. Substitute teachers are considered a help mate in the learning process.

4) Be willing to keep abreast of current trends and views in education.

5) Remember you are a professional person. Resist the temptation to compare schools, administrators, teachers, and children.

6) Be sure to notify the Personnel Department regarding your availability. If for any reason you become unavailable on a part-time or permanent basis, please notify the proper persons immediately. It is your obligation to report any change in status such as address, name, or telephone number. Henrico County educators are looking for people who are willing to serve even if it is inconvenient.

Establish Positive Work Habits:

1) Arrive as early as possible. The children at the elementary schools are in attendance from 8:15 a.m. until 2:30 p.m. You should be in the room early in order to adequately prepare for the day.

2) Report to the office upon your arrival at school.

a) Usually each substitute should sign in to insure that you will be included on the payroll and that someone in authority is aware of your presence.

b) Secure lesson plans, time schedules, and keys.

c) Ask any question that you feel should be answered before you begin.

d) Check the teacher's mailbox for attendance cards and announcements.

3) Proceed to the classroom.

a) Review the plan book, daily routine, attendance cards, seating charts, and fire drill instructions. Generally these articles are found in every classroom. If you cannot locate them, please ask a neighboring teacher for assistance.

Establish a Positive Classroom Attitude:

1) Procure and have ready materials which will be needed for the instructional program of the day.

2) Be positive in your relationship with the students.

3) Follow the established routine of the regular teacher as closely as possible.

4) Check attendance carefully and try to familiarize yourself with students' names.

5) Expect good behavior from the children you teach. Be as fair and consistent as you possibly can.

6) Be alert to the physical conditions within the classroom. If the environment is not comfortable, the attention span of the students may suffer.

7) Avoid making threats to insure cooperation of students.

8) Try to maintain a sense of humor. When all else fails, use common sense and ask for help.

Give Close Attention to Administrative Details:

1) Put the room in good order before departing.

2) Leave pertinent information regarding accomplishments of the day for the teacher.

3) Return books, materials, and keys to proper places.

4) Check out with the office personnel at the end of the day to determine whether the regular teacher will be returning.

5) Complete evaluation checklist at the close of your substitute assignment.

Responsibilities of the Regular Classroom Teacher:

1) Notify the principal as soon as possible when absence from school will occur. If the teacher does not contact the principal by 2:30 p.m., the substitute will be reemployed for the following day.

2) Keep attendance cards up to date - where they can be easily located.

3) Where possible provide a seating chart.

4) Keep a plan book on the desk with an up-to-date listing of assignments.

5) Be sure that all necessary instructional materials, supplies, and teaching materials are provided or easily located.

6) Compile a daily schedule card listing routine duties and time allocations for the day. Be sure to include this card inside the cover of the plan book.

7) Compile a listing of all textbooks used by the students and locate all teaching materials in a central place. The textbook listing should also be inserted in the plan book.

8) List class officers, monitors, or any special class organization, together with duties assigned. Place this information in a specific location.

9) Work to develop a willingness on the part of pupils to accept the fact that a substitute may do things differently. Stress cooperation and understanding.

10) Compose a letter to your prospective substitute teacher. Please outline how you wish her to report her activities completed in your absence. Also please be sure to remind her to return all materials to their proper place and to report to the office before leaving. P.S. Don't forget to thank her for filling in while you were away.

Responsibilities of the Elementary School Principal:

1) The principal or his designee shall be responsible for procuring and scheduling all substitute teachers.

*2) The principal should request a "board substitute" after the regular teacher has been absent for 20 consecutive working days.

3) Establish personal contact with the substitute and familiarize him/her with the school's physical plant - with special attention given to the area of the teaching assignment.

4) Be sure that adequate instructional materials, supplies, and courses of study are available.

5) Ascertain that the substitute is aware of all necessary schedules and duties.

* a certified substitute, approved by the Personnel Department and placed on the regular salary scale according to experience and training - for a specific period of time

6) Designate a regular teacher to extend the normal courtesies of helping the substitute become acquainted with the faculty and building procedures.

7) Aid the substitute with anything necessary to enable him/her to carry out the instructional program.

8) Set the tone for teachers and students to accept the substitute as a guest teacher.

9) The principal should make the substitute aware of discipline procedures and policies within the school.

10) The principal should coordinate the evaluation of all substitute teachers to insure the use of the best professionals available.

In order to expedite the acclamation of the substitute teacher to the task at hand, the principal should provide the substitute teacher with a folder containing certain data that applies to his particular school. The folder should contain the following information:

1) a map of the school plant showing the location of teachers, grade levels, room numbers, and special rooms;

2) the school's general philosophy;

3) suggestions as to how to handle discipline problems;

4) the school's organizational plan, special programs, etc.;

5) the role of supervisory and special teaching staff, i.e., art, music, physical education, library, etc.

6) marking procedures for report cards and classwork;

7) a list containing information regarding any special scheduling for which the substitute should be aware, i.e., lunch, recess, library, etc. - also dismissal procedures including bus duty regulations;

8) an explanation of student accident and sickness procedures;

9) procedure for securing any supplies and learning materials needed;

10) building and staff rules concerning free time, location of the lounge, etc.;

11) fire drill regulations and exit assignments;

12) an explanation of the sign-in and -out procedures that the substitute should follow;

13) Be sure to outline a procedure for recording classwork completed and designate a specific place where the substitute can obtain lesson plans.

Responsibilities of the County Personnel Department

1) Recognize the importance of substitute teachers.

2) Actively recruit substitute teacher personnel.

3) Work to upgrade the professional level of the substitute teacher. This may be accomplished in part through the following methods:

a) screening applicants through personal interviews and informational data;

b) providing in-service geared to help with problems and the introduction of new teaching techniques and learning materials;

c) establishing a salary schedule to attract and give increments for in-service growth and experience.

d) providing each substitute with a county handbook.

4) Keep up-to-date personnel folders on all substitutes. Information should include an up-date on availability, certification, in-service training, experience, and other factors. In addition principals should provide an evaluation report each six weeks on all substitutes who have worked for three or more consecutive days. Other evaluation data could be provided on an emergency basis if it were needed.

5) Provide a coordinated program for elementary substitutes. One person from the Personnel Department should coordinate the total elementary substitute program. The areas within his/her responsibility should include: recruitment, personnel records, evaluation and supervision in conjunction with teachers and principals, inter-building coordination, general orientation, and in-service opportunities.

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List of Elementary Schools

1-01- GOALS OF EDUCATION AS THEY PERTAIN TO INDIVIDUALS

1-01 The educational program of Henrico County must provide each citizen with opportunities for learning experiences commensurate with his age, ability, interests, and desire for personal growth and development; and with demands placed on him by the society in which he lives. Programs must be flexibly designed to help each individual to develop as fully as possible in line with the following objectives:

1. To acquire competence in using the fundamental learning skills and to acquire basic knowledge needed for participation in today's society;
2. To acquire skills and knowledge needed for education beyond high school or for employment;
3. To acquire a sense of personal worth and dignity;
4. To develop attitudes and values that lead to responsible participation as a citizen of our republic;
5. To develop understanding of one's relationship to his ecological, physical, economic, and social environment;
6. To understand and appreciate people of different nationalities and ethnic groups and their contributions to the development of our nation and culture;
7. To develop personal habits for continuing physical and mental health;
8. To appreciate beauty and to understand its contribution to daily life.

1-02- PURPOSES OF HENRICO COUNTY SCHOOLS AS AN INSTITUTION OF SOCIETY

1-02 As an institution of society, the schools of Henrico County have the following purposes:

1. To serve as an institution of society with the primary function of providing those organized and planned educational programs which help the child attain the knowledge and skill needed to solve, adjust to, or adapt to the problems and opportunities of life in a world of change;
2. To complement the other institutions and agencies of society which also influence the development of youth in the areas of ethics and morality, fine arts, law, economics, politics, communications, health and recreation;
3. To provide the type of education which individual members of a society must have if they are to govern themselves wisely;
4. To provide, insofar as practical, organized and planned educational opportunities and experiences for all through the elementary and middle school years, for virtually all through the high school years and for many adults;
5. To provide every child with an opportunity for the kind and quality of organized educational programs which will best meet the needs of the individual and those of the society in which he lives;
6. To provide children in the local community with the types of experiences which can lead to responsible citizenship in that community as well as in a wider national and international community;
7. To assure the continuous growth and development of each student by:
   - starting at his present stage of development and need and helping him to move forward at a rate appropriate for him.
   - providing a comfortable and pleasant envirommment for learning, void of continual frustrations and failures but filled with challenges.
   - relating the requirements of sequential skills development and the stages of development of children.
   - helping each child to learn according to his own potential and need, not expecting the same end product in each and every case;
8. To reflect the values, goals and aspirations of the continually renewing society in which the school exists;
9. To help each citizen to develop and use the ability to think with integrity;
10. To assist students to assimilate the processes of learning and group living in such a way that development of creative activities and reflective thinking continues throughout a lifetime, to the end that the promises of democracy and civilization may be achieved.

REGULATIONS PERTAINING TO SUBSTITUTE TEACHERS

1. Persons wishing to be considered for inclusion on the list of authorized substitute teachers should file an application with the Office of Teacher Personnel. Applicants should have a minimum of sixty hours of college credit. They will be interviewed by a representative from the School Personnel Office.

2. At the beginning of each school year a list of approved substitute teachers will be sent from the School Personnel Office to the schools. This list will be updated periodically during the school year.

3. In case of the absence of the regular teacher, the substitute called must be selected from the list of approved substitute teachers. In the case of an extreme emergency, a person not on the approved list may be used with permission from the School Personnel Office. In this case the school should secure a completed application form, W-4 form and VA-4 form and must forward these forms immediately to the Personnel Office.

4. The pay scale for substitute teachers is divided into three classifications:

   (1) Teachers eligible for the Collegiate or Collegiate Professional Certificate.
   (2) Teachers eligible for the Normal Professional Certificate; and
   (3) Teachers eligible for a Special License.

5. When a regular teacher is absent for an extended time due to illness, the substitute will be paid at the substitute's rate of pay for the first twenty days. If the substitute assumes the responsibilities of a teacher for a period longer than 20 consecutive working days, the substitute will be placed on the regular salary scale according to experience and training.

6. When it is known in advance that the regular teacher is to be absent for an extended period of time due to illness or other extenuating circumstances, the principal may request approval for a "board substitute" through the Assistant Superintendent for General Administration and Personnel. In such cases the "twenty consecutive days" policy may be waived and the "board substitute" may be placed on the regular salary effective on the first day of service. The "board substitute" will be a fully certified teacher whenever possible.

7. Teachers who are on sabbatical leave may not be employed as substitutes. Teachers who have resigned for health reasons may not be employed as substitutes unless they provide a physician's statement certifying that they are physically able to work.

8. Student teachers are not eligible for pay as substitutes. Their use as substitutes is subject to the conditions specified in section 4-04-001, "Student Teachers".

9. Substitutes called into service in the forenoon shall be entitled to a full day's pay. If called after noon they shall be entitled to a half day's pay.

10. Substitutes called for a scheduled half-day session, such as an in-service day for teachers, shall work only the half-day during which students are present and shall be paid for a half-day.

    Substitutes called for a scheduled full day which is abbreviated, such as early closing because of snow, shall be paid for a full day.

4-06- MEDICAL EXAMINATIONS

4-06-001 Annual Examination: Communicable Tuberculosis.

"As a condition to employment and requisite to continuation thereafter, and every public school employee . . . shall annually submit a signed certificate by a licensed physician stating said employee appears free of communicable tuberculosis. Such certificate is to be based on recorded results of those X-rays, skin tests, and other examinations singly or in combination, as deemed necessary by the physician and which have been performed within the twelve months' period immediately preceding the beginning of the school session."
Code of Virginia, 22-249

The Department of Education will cooperate with the County Health Department to assist teachers in meeting this requirement with a minimum of expense and time. Information concerning such arrangements will be announced through principals or mailed with contracts each year.

Teachers have the option of meeting this requirement by having the necessary tests administered by a personal physician. In this case the expense of such X-rays or examinations must be borne by the employee. It will be the responsibility of the teacher electing this option to see that the required physician's certificate is forwarded to the School Personnel Office.

6-04- RIGHTS AND RESPONSIBILITIES

6-04-001 Due Process

Students, as citizens, are entitled to the right of due process of the law. Disciplinary actions and other procedures employed by the schools must include provisions for assuring students of due process.

The rights of individual students are accompanied by corresponding responsibilities on the part of the individual which require him to assure that his independent actions do not infringe upon the rights of other individuals or of the total group.

6-04-002 Interrogation and Arrest

A pupil shall not be interrogated on school property by law enforcement officers unless a school official, parent or guardian of the pupil, or the pupil's attorney is present. When a police officer calls at the school, whether to interrogate a student or to serve a court order (such as a Warrant for Arrest), the principal shall lend his full cooperation. In such cases the student must be asked if he wishes for a parent to be present and it is mandatory that the principal or his representative be present as an observer. However, the interrogation must be conducted by the officer and not by the principal. The student's cumulative folder shall not be released to third persons unless the student and/or his parents authorize the release or the person requesting release utilizes appropriate legal devices, such as a subpoena. At the request of the officer, the principal, assistant principal, or guidance counselor should provide an interpretation of such information as may be desired from the student's cumulative folder. If a police officer needs to take the student with him, without a warrant, this is permissable if the student goes willingly and his parents are notified.

Official investigators from the Office of the State Fire Marshal or from the Fire Prevention Division of the Henrico County Fire Department enjoy the same status as police officers for purposes of interrogating students.

6-04-003 Search and Seizure

School authorities reserve the right to search lockers, desks or other storage facilities when there are reasonable grounds for believing that property will be found therein which violates state law or school rules and regulations, or which may be harmful to the school or pupils. A search warrant should be secured if the police are to work with school officials for possible criminal prosecution.

If illegal articles or materials are seized, the principal should notify law enforcement authorities promptly and offer full cooperation.

6-04-004 Complaints and Grievances

In the event a student or group of students wishes to appeal a decision made by the administration of the school, the item in question should first be discussed with the principal. If this does not lead to a solution, the aggrieved student(s) may state the complaint in writing to the Assistant Superintendent for General Administration and Personnel, a copy of which must be sent concurrently to the principal. If necessary, a final appeal may be made to the Superintendent.

6-05- CONDUCT

6-05-001 Smoking

Smoking on school premises is not allowed except that, at the discretion of the principal, high school students may smoke in designated areas during specified times if parents have given their written approval, which shall be submitted to the principal.

Smoking is prohibited at all times in instructional areas, cafeterias, gymnasiums, auditoriums, and corridors in accordance with regulations established by the Henrico County Fire Division.

6-05-002 Use of Alcohol

Use of alcoholic beverages on school property or during school sponsored activities away from the campus is forbidden.

"If any person willfully interrupt, molest, or disturb the exercise of any free school or any other school or of any literary society or, being intoxicated, disturb the same, whether willfully or not, he shall be guilty of a misdemenaor." Code of Virginia, 18.1-240.

6-05-003 Use of Drugs

Students are subject to the laws regarding illegal use of controlled drugs. Controlled drugs include Marijuana, Heroin, and the like. Any student who possesses, uses, or distributes controlled drugs on school property will be suspended and subjected to the same review procedures as those used in other disciplinary actions. See paragraph 6-06-003, "Suspension".

Students who require the use of controlled drugs under a doctor's direction should provide information as defined in paragraph 6-09-002.

Procedures for dealing with drug related problems follow.

PROCEDURE FOR DEALING WITH DRUG RELATED PROBLEMS

1. All incidents concerning the possession, use, sale, or other transfer of illegal drugs on school property shall be reported to the principal or his delegate.

2. If the principal has reason to believe that a law has probably been violated, he will report such incidents to the parents or guardians of the students involved, to the appropriate law enforcement authorities, and to the Assistant Superintendent for General Administration and Personnel.

3. Principals may search a student's locker, desk, or other storage facility provided by the school under conditions described in paragraph 6-04-003, "Search and Seizure" or when, if deemed reasonable by the principal, the student is present and informed of the reasons for the inspection.

4. If controlled drugs or illegal articles or materials are seized, the principal must notify law enforcement authorities immediately and offer full cooperation.

5. Students are not allowed in parking areas during the school day without prior permission of the principal. No person will be permitted to sit in cars on school property except for parents or guardians who are picking up students at the school.

6. All visitors to schools are required to report to the school office for identification and permission to be on school property.

7. Publications or other printed materials which advocate the illegal use of drugs are prohibited.

8. If a student is to be questioned by law enforcement officers, the policy on "Interrogation and Arrest" applies.

6-05-004 Dress and Grooming

Cleanliness and proper dress are required of all pupils. Grooming and attire shall not be permitted which, in the judgment of the principal, exerts a disruptive or demoralizing influence or which presents a safety or hygiene problem.

The principal is encouraged to involve pupils, teachers and parents in establishing acceptable standards of dress and grooming.

6-05-005 Trespassing and/or Disruptive Conduct

The Superintendent of Schools and the individual principals (or their delegates who may be in charge in the absence of the principal) are authorized to exercise full and complete control over the use of school grounds and property by any and all persons, students or otherwise, and are authorized to control the conduct of said persons while on school property. When the presence or conduct of any person is detrimental to the orderly operation of school, the person in charge is authorized to request such person to leave the premises and if such person fails to comply, to advise him that he is trespassing, and if he does not leave immediately, a warrant will be issued for his arrest. In the event that such person does not comply, the person in charge shall secure from a magistrate the necessary warrant causing the arrest of such person for trespassing.

6-06- DISCIPLINE

6-06-001 Corporal Punishment

Corporal Punishment is not used in Henrico County Schools.

6-06-002 Detention

When pupils are to be kept after school as a means of punishment, the parents must be notified prior to administering this form of detention. In no case should this action force the pupil to walk long distances or to hitchhike home. If the parents are unable to provide transportation an alternative punishment should be provided.

6-06-003 Suspension or Expulsion

"Suspension of pupil by principal or teacher. -- Pupils may be suspended for sufficient cause from attendance at school by either the school principal or in his absence any teacher. Upon suspension of any pupil the principal or teacher responsible for such suspension shall report the facts of the case in writing to the division superintendent or his designee and the parent or guardian of the pupil suspended and such division superintendent or his designee shall review forthwith the action taken by the principal or teacher upon a petition for such review by any party in interest and act so as to confirm or disapprove such action based on an examination of the pupil's behavior. The school board shall make reasonable rules and regulations setting forth conditions governing suspensions and giving the right of appeal to such board or a committee thereof from action taken by the division superintendent or his designee."
Code of Virginia, 22-230.1.

"Suspension or expulsion by school board or committee thereof. -- Pupils for cause may be suspended or expelled from attendance at school by the school board or a committee thereof in accordance with regulations promulgated by such board. Such regulations, which shall be consistent with the welfare and efficiency of the school, its pupils and its staff, shall set forth conditions for suspension and expulsion from school and give the right of appeal from any action of any committee of the board to the full board."
Code of Virginia, 22-230.2.

In Henrico County Schools the principal may suspend a pupil from school for serious and/or repeated infractions of regulations or any violations of state law. When a pupil is suspended for any reason, and for any period of time, the principal shall give written notice to the parent, and copies of this notice must be sent to the Administrative Assistant to the Superintendent and to the Department of Pupil Personnel Services.

Suspension or expulsion may be considered an appropriate penalty for the following reasons, but shall not be limited to these reasons:

1. Disrupting or preventing the peaceful and orderly conduct of classes, meetings, or other school functions, or interferring with the lawful freedom of any persons, including invited speakers, to express their views;

2. Falsifying or forging an official school record or document;

3. Lying, cheating, plagiarizing, or stealing;
4. Abridging the rights of others;
5. Violating any school rule or regulation issued pursuant to a specific school function;
6. Inciting others to commit acts which have been prohibited;
7. Stopping or unlawfully obstructing the free movement of any person or vehicle, or unlawfully obstructing a passageway, entrance, or exit;
8. Destroying or damaging land, buildings, or equipment owned by or under the auspices of the school or the personal possessions of any individual, or removing such property without proper authorization;
9. Causing personal injury to any other person;
10. Threatening with force or violence to cause physical injury to any other person; and/or
11. Possessing any firearm or explosive.

A pupil may be suspended for a definite or an indefinite period of time. In the latter case the principal will indicate the method of terminating the suspension.

The procedure for dealing with cases of suspension or expulsion follows.

PROCEDURE FOR DEALING WITH SUSPENSION OR EXPULSION

1. Action to suspend or expel a student must be preceded by efforts to solve the problem. Such efforts should include the following persons:

   a. The student.

   b. Teachers who work with the student.

   c. Parents or guardians of the student.

   d. Counselors.

   e. Appropriate Pupil Personnel Staff members.

   f. Administrators.

   g. Other agencies who might be working with the student, such as Probation or Mental Hygiene Clinic.

2. The principal must arrange for the maintenance of complete and accurate records of the efforts which have been made to solve the problem. Such records should provide evidence that due process has been provided.

3. Before taking action to suspend for more than three days or expel, the principal will hold a hearing with the student, the charging person, and any witnesses for either side. Accurate and complete records of this hearing will be maintained.

4. Upon determination that all other avenues of solution have been tried and that suspension or expulsion is justified, the principal will give written notice of the action. The written notice will be sent to parents or guardians by mail and copies will be sent to the Administrative Assistant to the Superintendent and to the Department of Pupil Personnel Services.

5. The written notice of suspension or expulsion will include the following items:

   a. The nature and duration of the proposed action.

   b. The reasons for the proposed action.

   c. The right of the student or parents to appeal the proposed action to the Administrative Assistant first and, if necessary, to the School Board.

6. If the student or parent is not satisfied with the action of the Principal or the Administrative Assistant, he may request a review by the School Board providing such request is made in writing within five calendar days from the receipt of the notice of suspension or expulsion.

   The School Board will grant a hearing at the next regular meeting. Such hearing may be in closed session of the Board at the request of the student and any action taken will be confirmed in open meeting.

   School Board members will be furnished with the record pertinent to the case as derived from the procedure outlined above. No other statements, witnesses, or evidence may be presented to the Board at the time of review unless requested by the Chairman of the School Board.

7. Items one through four may be postponed for a period not to exceed five school days and immediate suspension may be effected for the following reasons when the principal deter-

mines suspension is necessary to protest the safety and welfare of the school or its student body and staff:

Unlawful demonstrations and strikes (6-04-005)

Use of alcohol (6-05-002)

Illegal use of drugs (6-05-003)

Trespassing and/or disruptive conduct (6-05-005)

Commission of a felony.

6-06-004 Suspension of Bus Riding Privileges

The principal may suspend a pupil from riding a bus as a result of improper conduct thereon. Advance notice must be given the parents and the Department of Transportation. Such suspension should be for a definite period of time.

6-06-005 Recovery of Damages

When any pupil shall have defaced or destroyed any school property, the parent or legal guardian shall be required to pay the amount lost thereby. Such funds shall be collected and forwarded to the Division of General Administration and Personnel. Upon failure to recover damages, the principal shall notify the Division of General Administration and Personnel.

6-06-006 Lowering of Grades

The lowering of grades which a pupil has earned is not a suitable or acceptable punishment for the infraction of rules and such practices shall not be employed.

6-09- STUDENT WELFARE

6-09-001 Student Insurance

Scholastic Accident Insurance is offered to parents of all pupils. The program is administered by an insurance company selected by the School Board.

With the exception of varsity football, the Scholastic Accident Insurance ordinarily covers participation in interscholastic and intramural athletics. The principal may make provision for additional insurance coverage of varsity football players.

To be eligible to participate in athletic contests a student must have availed himself of the proper insurance or have submitted a note from his parents stating that he is protected under some other policy.

6-09-002 Health Services

School health services are provided cooperatively by the Henrico County Schools and the Henrico County Health Department.

School personnel have the primary responsibility for the health and welfare of children while they are in school. For the most part, such legal responsibilities are specified in school laws rather than public health laws.

The public health department personnel work with the school personnel in fulfilling the intent of the law particularly as it applies to the indigent:

1. Required examinations of all entering kindergarten and/or first grade students;
2. In-depth identification of the handicapped primarily as this may affect learning, along with assistance to schools in appropriate placement of such students;
3. Required immunizations as specified by law; and
4. Offering and re-offering of sickle cell testing to high school students.

School clinic personnel under the supervision of the principal and the Department of Pupil Personnel Services, attend to immediate health needs of students. The guidelines for emergency care are those contained in Suggestions for Temporary Care of Emergencies in Schools, a publication of the State Department of Education and the State Department of Health, the Standard First Aid and Personal Safety Manual of the American Red Cross, the required instruction of all clinic aides by the American Red Cross and the advice and consultation with the Henrico Health Department as may be necessary. Parents of children who become ill while at school are notified and the children are returned home under arrangements made by the parents.

Periodic screening tests for identification of possible problems of vision, hearing, etc., are conducted by Pupil Personnel Services of Henrico County Schools. Parents are notified and advised when referral to a physician is indicated by the screening tests. Referral especially of the medically indigent is a function of the health department.

A cumulative record of height, weight, and health factors will be maintained for each student in the school clinic.

Clinic attendants perform such other duties as are directed by the principal.

Regulations pertaining to First Aid and medications follow.

REGULATIONS PERTAINING TO FIRST AID AND MEDICATIONS

No medicine and no treatment other than first aid as contained in the AMERICAN RED CROSS FIRST AID MANUAL, shall be given pupils by school personnel. Such preparations as aspirin, Bufferin, Anacin, Alka-seltzer, gargles, ear drops, Pepto Bismol, eye washes and the like are classified as medicines and are not to be given by school personnel. This provision is made to avoid possible liability on the part of the School Board and its personnel and to prevent harm to pupils through the improper administration of medicine and treatment.

Medications: Exceptions to the above policy are to be made only in case of certain medication such as insulin, anti-convulsive medication, etc., which may be given only with written clearance from physician, the parent and approval of the health department. The following information shall be submitted:

1. Physician's prescription giving
   a. name of the medication
   b. exact dosage to be given
   c. exact time dosage is to be given
   d. reason for medication
   e. person, the pupil or the school, responsible for keeping and administering the medication.

2. Parents' written request for the school staff to administer the medication prescribed by the physician, including a written release of liability, signed and executed by the pupil's parent. This request must essentially coincide with the following sample:

I, _____, the parent or guardian of
Name of Parent or Guardian

_____, hereby request that the school
Pupil's Name

nurse or a member of the faculty at _____ School

administer certain medication and treatment to my (son) (daughter) _____,

as stated in the attached written clearance from our physician, _____.

I understand that the person at the school who will administer this medication or treatment may be inexperienced and untrained in this requested service and I agree without reservation, that I shall not hold such person or the Henrico County School Board liable in any way for any harm or injury that may be experienced by my child as a result of this service.

_____
Signature of Parent or Guardian

3. Clearance from the Henrico County Health Department.

   Note: Medications must be kept in a secure place, preferably in a locked drawer or cabinet except when actually being dispensed by the responsible person.

   First aid supplies are to be located in a central place in the schools where they will remain clean, dry and available to authorized personnel.

6-09-003 Communicable Diseases

Persons suffering from contagious or infectious diseases are excluded from the public schools while in that condition.
Refer to Code of Virginia, 22-249.

See also paragraph 6-03-002, "Health Examination".

6-09-004 Accidents and Serious Illness

Accidents and serious illness of an emergency nature shall be reported to the principal immediately and every effort shall be made to immediately contact the parent or guardian. If the student requires treatment beyond First Aid and if the parent or guardian cannot be reached, the student should be taken to a doctor or hospital for emergency treatment. Under no circumstances should the child be permitted to start home alone.

In the event of a fatal or other serious accident to either a staff member or a student, the principal should telephone the office of the Assistant Superintendent for Business and Finance at the very first opportunity.

Refer to paragraph 4-05-024, "Accidents."

6-09-005 Psychological and Social Work Services

School psychologists and social workers are available to assist students who require such special help. Requests for these services can be made to the Department of Pupil Personnel Services through counselors and principals.

6-09-006 Emergency Drills

Emergency drills shall be conducted regularly. Students must cooperate fully in these drills for their own safety and well-being in a time of crisis.

6-09-007 Safety Patrols

School safety patrols may be organized by the principal. Pupils may serve only with the written consent of their parents or guardians and shall be selected on the basis of maturity and responsibility. They receive appropriate instruction and are under the direction and supervision of a competent adult at all times.

EVALUATION CHECKLIST

(To be completed by the substitute teacher)

Please circle your choice. Your comment is invited on any or all items so desired. If item four (4) is selected, a detailed comment should be forthcoming.

RATING SCALE (1) Very Good (2) Good (3) Adequate (4) Inadequate

1. The substitute was given adequate notice and necessary information concerning the location of the teaching assignment.

   1 2 3 4

   Comments:

2. The substitute was provided necessary instructional materials, supplies and teaching manuals.

   1 2 3 4

   Comments:

3. The substitute was provided a list of all necessary schedules and a list of routine duties for the day. (lunch, recess, bus duty, etc.)

   1 2 3 4

   Comments:

4. The substitute was provided with lesson plans outlining student assignments to be completed for the day.

1 2 3 4

Comments:

5. The regular teachers extended the normal courtesies and introduced the substitute to the faculty and school procedures as necessary.

1 2 3 4

Comments:

6. The pupils cooperated with the substitute and were willing to accept his/her method of classroom operation.

1 2 3 4

Comments:

7. The substitute was provided with a list of class helpers, monitors, or any special classroom organization with duties and expectations outlined.

1 2 3 4

Comments:

8. The substitute was informed that he/she should provide an account of what has been completed during the period of replacement for the regular teacher.

1 2 3 4

Comments:

9. The substitute was informed concerning his/her responsibilities to return teacher's books, materials, keys, etc. at the end of the teaching day or teaching assignment.

1 2 3 4

Comments:

10. The substitute was instructed as to the procedure for checking out at the end of the day and to determine whether the regular teacher will be returning.

1 2 3 4

Comments:

EVALUATION CHECKLIST

(To be completed by the regular classroom teacher concerning the performance of the substitute teacher)

RATING SCALE (1) Very Good (2) Good (3) Adequate (4) Inadequate

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Please circle your choice. Your comment is invited on any or all items so desired. If number four (4) is selected, a detailed comment should be forthcoming.

1. The substitute arrived at the proper time and was able to locate the school and classroom without difficulty.

   1 2 3 4

   Comments:

2. The substitute made use of the necessary instructional materials, supplies and teaching materials.

   1 2 3 4

   Comments:

3. The substitute was able to follow the daily schedule and completed all routine duties of the day.

   1 2 3 4

   Comments:

4. The substitute was able to follow and complete the lesson plans provided by the regular teacher.

1 2 3 4

Comments:

5. The substitute was friendly toward regular faculty members and sought help from them when needed.

1 2 3 4

Comments:

6. The substitute was able to maintain discipline and secured the cooperation of the students.

1 2 3 4

Comments:

7. The substitute kept accurate attendance and was able to complete reports as required. (Attendance, lunch count, etc.)

1 2 3 4

Comments:

8. The substitute teacher provided an account of what had been done during the period of replacement.

1 2 3 4

Comments:

9. The substitute returned the regular teacher's books, materials, keys, etc. at the end of the period of replacement.

1 2 3 4

Comments:

10. The substitute checked with the office at the end of the day to report any important data and to determine whether the regular teacher would be returning.

1 2 3 4

Comments:

1974-75

ELEMENTARY SCHOOLS

Jacob L. Adams Elementary School 600 South Laburnum Avenue Richmond, VA 23223	Henry L. Nelson, Jr., Principal 804-222-1437
Baker Elementary School 7300 Willson Road Richmond, VA 23231	Henry D. Ward, Principal 804-222-0739
Bethlehem Elementary School 5600 Bethlehem Road Richmond, VA 23230	Joseph D. Durham, Principal Mrs. Sylvia J. Henderson, Assistant 804-288-8610
Carver Elementary School 1801 Lauderdale Road Richmond, VA 23229	J. Wayne Traylor, Principal 804-282-7157
Central Gardens Elementary School 2401 Hartman Street Richmond, VA 23223	Robert E. Harris, Principal Roger A. Miller, Assistant 804-644-0961
Chamberlayne Elementary School 8200 St. Charles Road Richmond, VA 23227	David P. Moore, Principal John C. King, Assistant 804-266-2014
Crestview Elementary School 1901 Charles Street Richmond, VA 23226	Eugene P. Keeton, Principal 804-282-1816
Jackson Davis Elementary School 8801 Nesslewood Drive Richmond, VA 23229	Ronald W. Odom, Principal 804-270-4545
Dumbarton Elementary School 9000 Hungary Spring Road Richmond, VA 23228	J. Fred Waldbauer, Principal 804-270-9581
Fair Oaks Elementary School Box 125, Jennings Road Highland Springs, VA 23075	Paul L. Wenger, Principal 804-737-8239
Glen Allen Elementary School Glen Allen VA 23060	William M. Lyon, Principal 804-266-5424
Glen Lea Elementary School 3909 Austin Avenue Richmond, VA 23222	Roy L. Miller, Principal 804-329-1765
Highland Springs Elementary School 600 West Pleasant Street Highland Springs, VA 23075	E. Wayne Bullis, Principal 804-737-2060

Holladay Elementary School 7300 Galaxie Road Richmond, VA 23228	Owen F. Baird, Principal 804-266-1642
Laburnum Elementary School 500 Merriwether Avenue Richmond, VA 23222	Robert G. Thompson, Principal 804-329-6062
Lakeside Elementary School 6700 Cedar Croft Street Richmond, VA 23228	John A. Butsavage, Principal Mrs. Edna A. Heflin, Assistant 804-266-4469
Longan Elementary School 9200 Mapleview Avenue Richmond, VA 23229	Miss D. Marnell Bradley, Principal 804-270-4300
Longdale Elementary School Route 2 Glen Allen, VA 23060	William B. Gibbs, Principal 804-266-7102
Maybeury Elementary School 901 Maybeury Drive Richmond, VA 23229	Floyd L. Mitchell, Principal 804-288-7414
Montrose Elementary School 4901 Brittles Lane Richmond, VA 23231	Mrs. Rachel P. Alley, Principal 804-222-2250
Pemberton Elementary School 1400 Pemberton Road Richmond, VA 23229	Charles A. Tanner, Principal 804-270-7747
Pinchbeck Elementary School 1225 Gaskins Road Richmond, VA 23229	Miss Emma C. Crute, Principal 804-282-3236
Ratcliffe Elementary School 2901 Thalen Street Richmond, VA 23223	Robert R. Siegel, Principal 804-648-7710
Ridge Elementary School 8910 Three Chopt Road Richmond, VA 23229	Robert L. Norris, Principal 804-288-2478
Sandston Elementary School 7 North Naglee Avenue Sandston, VA 23150	Ernest R. Sanders 804-737-8171
Seven Pines Elementary School 301 Beulah Road Sandston, VA 23150	J. Frank Hensley, Jr., Principal Mrs. Ethel N. Gregory, Assistant 805-737-0965

Short Pump Elementary School 11401 Old Three Chopt Road Richmond, VA 23233	Mrs. Virginia V. Childrey, Principal 804-270-2736
Skipwith Elementary School 2401 Skipwith Road Richmond, VA 23229	Houston B. Sizer, Principal 804-270-6647
Three Chopt Elementary School 1600 Skipwith Road Richmond, VA 23229	Mrs. Robin F. Haag, Principal 804-285-2279
Maude Trevvett Elementary School Woodman Road Richmond, VA 23228	Hobby M. Neale, Principal 804-266-3985
Tuckahoe Elementary School 701 Forest Avenue Richmond, VA 23229	D. E. Baggett, Principal W. F. Mantey, Jr., Assistant 804-288-4315
Varina Elementary School Route 5 Richmond, VA 23231	James T. Cook, Principal W. D. Cosby, Assistant Mrs. Betty J. Sweeney, Assistant